

## Farmers Market Promotion Program (FMPP) Final Performance Report

The final performance report summarizes the outcome of your FMPP award objectives. As stated in the FMPP Terms and Conditions, you will not be eligible for future FMPP or Local Food Promotion Program grant funding unless all close-out procedures are completed, including satisfactory submission of this final performance report.

This final report will be made available to the public once it is approved by FMPP staff. Write the report in a way that promotes your project's accomplishments, as this document will serve as not only a learning tool, but a promotional tool to support local and regional food programs. Particularly, recipients are expected to provide both qualitative and quantitative results to convey the activities and accomplishments of the work.

The report is limited to 10 pages and is due **within 90 days** of the project's performance period end date, or sooner if the project is complete. Provide answers to each question, or answer "not applicable" where necessary. It is recommended that you email or fax your completed performance report to FMPP staff to avoid delays:

FMPP Phone: 202-690-4152; Email: [USDAFMPPQuestions@ams.usda.gov](mailto:USDAFMPPQuestions@ams.usda.gov); Fax: 202-690-4152

Should you need to mail your documents via hard copy, contact FMPP staff to obtain mailing instructions.

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|---|--|
| <b>Report Date Range:</b><br>(e.g. September 30, 20XX-September 29, 20XX) | April 1, 2016 – September 30, 2016   |
| <b>Authorized Representative Name:</b>                                    | Jared Mast   |
| <b>Authorized Representative Phone:</b>                                   | 610-250-2078   |
| <b>Authorized Representative Email:</b>                                   | <a href="mailto:jared@eastonpartnership.org">jared@eastonpartnership.org</a>   |
| <b>Recipient Organization Name:</b>                                       | Greater Easton Development Partnership   |
| <b>Project Title as Stated on Grant Agreement:</b>                        | "Creating Community Around Local Food and Local Farmers: Easton Farmers' Market, Easton Public Market, and Meet-Your-Farmer Classroom Education Program" |
| <b>Grant Agreement Number:</b><br>(e.g. 14-FMPPX-XX-XXXX)                 | 14-FMPPX-PA-0147   |
| <b>Year Grant was Awarded:</b>  | 2014   |
| <b>Project City/State:</b>  | Easton, PA   |
| <b>Total Awarded Budget:</b>  | \$97,920   |

FMPP staff may contact you to follow up for long-term success stories. Who may we contact?

☐ Same Authorized Representative listed above (check if applicable).

☐ Different individual: Name: \_\_\_\_\_; Email: \_\_\_\_\_; Phone: \_\_\_\_\_

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1. State the goals/objectives of your project as outlined in the grant narrative and/or approved by FMPP staff. If the goals/objectives from the narrative have changed from the grant narrative, please highlight those changes (e.g. “new objective”, “new contact”, “new consultant”, etc.). You may add additional goals/objectives if necessary. For each item below, qualitatively discuss the progress made and indicate the impact on the community, if any.
  - i. Goal 1: Increase Attendance and Farmers’ sales at the Easton Farmers’ Market
    - a. Progress Made: Easton Farmers’ Market regular season and open-air Winter Market saw a marked increase in local residents who were using the farmers’ market as their primary source of groceries. The markets’ experienced an 18% increase in sales over 2014 (2016 numbers are not yet available).
    - b. Impact on Community: Extending the market’s regular season through the month of December, and establishing a twice monthly outdoor Winter Market had a positive economic impact on surrounding downtown businesses, enabled farmers and producers to extend their selling season and enabled the SNAP/Double Bucks program to operate for a longer period.
  - ii. Goal 2: Open a New Year-Round Indoor Market, the Easton Public Market
    - a. Progress Made: While GEDP experienced prior delays in the opening of the Easton Public Market, the market finally opened on April 15, 2016. GEDP managed construction and fit-out for the 14 vendor spaces, including the Farmstand, a retail operation offering local and organic produce, and locally produced goods.
    - b. Impact on Community: Easton Public Market represents significant new asset for the City of Easton. In its opening weekend it drew over 16,000 visitors. The Farmstand is now providing a regular option for fresh and locally food alongside the other vendors in the market with retail sales exceeding \$210,000 during the grant period.
  - iii. Goal 3: Implement “Meet Your Farmer” Classroom Education Program at Paxinosa Elementary School and other schools in the Easton Area School District
    - a. Objective 3.1: Introduce students to a variety of locally grown fruits and vegetables.
      1. Progress Made: The Harvest of the Month (HoM) program was launched in September 2015 and continued through the school year. Each month, all students were encouraged to sample fresh, locally sourced fruits or vegetables in the cafeteria. Students were provided information about from where the food was sourced.
      2. Impact on Community: Students at the school gained greater knowledge about where their food comes from and where local food is available in their community, tasted new fresh produce items, and learned about seasonal eating.
    - b. Objective 3.2: Increase student consumption of fresh fruits and vegetables.
      1. Progress Made: Students were provided with substantial samples (either 2 or 4 oz. portions) of the featured HoM item and encouraged to share their experience with the project coordinator. Students were encouraged to try the food item even if they were unsure whether they would like it. Tasting was incentivized by providing “I Tried It!” stickers, which were an effective tool. Students were encouraged to share their experiences with family members (including siblings in the school).

2. Impact on Community: Students tried new food items and explored new flavors, as well as consumed an extra 1/2 - 1 full serving of fruits and vegetables in the cafeteria each month. By normalizing the consumption of additional fruits and vegetables through this program, students were encouraged to think about adding fresh, local produce to their meals.
- c. Objective 3.3: Introduce students to their community food system and the concept of eating seasonally.
1. Progress Made: The program created a series of posters featuring the HoM item each month, nutritional information about that item, and information about the farm it was sourced from. The source of food was discussed with students as they moved through the line and/or spoke to the project coordinator after they had tasted the item. Student opinions
  2. Impact on Community: After several months of programming, students began asking the project coordinator questions like, "Was this freshly harvested?/When was this harvested?" indicating that they were grasping certain concepts about local foods. Students were surprised to learn that certain food items were available in their own community, as were excited to explore different varieties of common foods (such as tomatoes and apples).
2. Quantify the overall impact of the project on the intended beneficiaries, if applicable, from the baseline date (the start of the award performance period, September 30, 2014). Include further explanation if necessary.
    - i. Number of direct jobs created: Easton Public Market has resulted in 50+ new jobs
    - ii. Number of jobs retained: n/a
    - iii. Number of indirect jobs created: n/a
    - iv. Number of markets expanded: 1
    - v. Number of new markets established: 1
    - vi. Market sales increased by \$211,800 and increased by 18% 2015 over 2014.
    - vii. Number of farmers/producers that have benefited from the project: 42
      - a. Percent Increase: 2%
  3. Did you expand your customer base by reaching new populations such as new ethnic groups, additional low income/low access populations, new businesses, etc.? If so, how?
 

The Easton Farmers' Market has been a successful partner for a regional "double bucks" initiative funded by a grant from FINI. The double bucks program has been implemented at the Farmstand at Easton Public Market alongside SNAP.
  4. Discuss your community partnerships.
    - i. Who are your community partners?
 

Paxinosa Elementary School, Chartwells Dining Service, Easton Hospital
    - ii. How have they contributed to the overall results of the FMPP project?

**Sub-Grantee:** Paxinosa Elementary School allowed the program to take place in its cafeteria.

Chartwells' chef and dining staff prepared HoM samples on several occasions, making a butternut squash puree, raw kale salad and roasted root vegetable medley. These foods would have been challenging to present without this assistance. Chartwells' dietician also consulted with various aspects of the project and assisted at several tasting events. In addition, Chartwells supported the program by providing cups, cutlery, napkins and other kitchen resources for the HoM tastings.

Easton Hospital provided additional funds to purchase local foods for the monthly tasting events.

- iii. How will they continue to contribute to your project's future activities, beyond the performance period of this FMPP grant?

**Sub-Grantee:** The project period has ended, but Chartwells has been in discussions with the project coordinator about future HoM activities and funding opportunities.

- 5. Are you using contractors to conduct the work? If so, how did their work contribute to the results of the FMPP project?

Yes. Nurture Nature Center's Buy Fresh Buy Local of the Greater Lehigh Valley program is experienced in farm-to-school programming and has a partnership network of farmers who helped make this program a possibility.

- 6. Have you publicized any results yet?\*
- i. If yes, how did you publicize the results?

**Grantee:** no

**Sub-Grantee:** General results of the program were discussed in monthly e-newsletters distributed by BFBLGLV, including participating farmers and the number of children sampling food each month.

- ii. To whom did you publicize the results?

**Grantee:** n/a

**Sub-Grantee:** BFBLGLV mailing list subscribers and Facebook followers.

- iii. How many stakeholders (i.e. people, entities) did you reach?

**Grantee:** n/a

**Sub-Grantee:** More than 3,000 people subscribed to the BFBLGLV mailing list and 4,500 Facebook followers.

\*Send any publicity information (brochures, announcements, newsletters, etc.) electronically along with this report. Non-electronic promotional items should be digitally photographed and emailed with this report (do not send the actual item).

- 7. Have you collected any feedback from your community and additional stakeholders about your work?
- i. If so, how did you collect the information?



**Grantee:** n/a

**Sub-Grantee:** Feedback was collected informally from students during the tastings. Because the activity took place in the cafeteria across K-5 grade levels, it was not feasible to collect written surveys. Students were randomly asked whether they liked the food item, whether they had tasted it before, and other comments were noted. Feedback was both solicited and unsolicited. Informal interviews with cafeteria staff also informed this project.

ii. What feedback was relayed (specific comments)?

Students' reactions to the HoM items varied widely, but the program as a whole has been a resounding success. After several months of programming, students approaching the tasting table had comments such as, "What tasty treat did you bring us today?" Students also wanted to actively engage their family members in the tasting to talk about the featured item later at home. For example, one third grade student asked the project coordinator to look for her sister, provided a description of her sister, to make sure she tried the item and could talk about it with her at home. Other students talked to the project coordinator about what it was like tasting something new (one student asked the project coordinator to write a note she could take home to her parents about kale and where it could be purchased because she liked it so much; others asked why the root vegetables tasted "like dirt," providing an opportunity to discuss how foods grown) or how their family already uses the food item (e.g. "I know what butternut squash is! My mom makes it all the time."). The monthly visits also allowed the project coordinator to develop a trusted relationship with the students. In the early months of the program, students were surprised that the project coordinator "was back," compared with later tasting where students excitedly inquired about the next tasting, offering suggestions and expressing their satisfaction with the program ("I am always happy when you are here. I like the food you bring.").

8. Budget Summary:

- i. As part of the FMPP closeout procedures, you are required to submit the SF-425 (Final Federal Financial Report). Check here if you have completed the SF-425 and are submitting it with this report: ☒ x
- ii. Did the project generate any income?

Yes.

- a. If yes, how much was generated and how was it used to further the objectives of the award?

Rental income from Easton Public Market totaled \$55,955 during the grant period. Gross retail sales at the Farmstand at Easton Public Market totaled \$212,482 during the grant period. Vendor fees from the Easton Farmers' Market totaled \$67,008 during the grant period.

All of the above income was used to support the ongoing operations and promotion of the Easton Public Market, the Farmstand, and the Easton Farmers' Market, furthering the objectives of the award.

9. Lessons Learned:

- i. Summarize any lessons learned. They should draw on positive experiences (e.g. good ideas that improved project efficiency or saved money) and negative experiences (e.g. what did not go well and what needs to be changed).

**Grantee:** In launching new markets (or expanding markets), it is important to be aware of the perception of new competition and to play an active role in the conversation, because while aggregate sales to farmers and local producers may increase with new and expanded markets, individual vendors may be affected by new competition. We have taken a longer term approach, that while there may be a short term dip in sales for individual vendors, in the longer term, we are creating a more vibrant attraction via the farmers' market and public market working together within a "market district". And actively managing the markets in concert we can cross-promote and program in a way that drives sales to both markets. We also learned that SNAP incentives can effectively help expand a market's customer base, and support the local population in a more significant way, but outreach and education are a critical component.

**Sub-Grantee:** This project proved to be a positive addition to lunch room activities at Paxinosa, was well received by teachers, staff and students alike. Through the course of the program, BFBGLV assisted Chartwells in sourcing local food directly from local farmers, rather than through a distributor, which reduced food costs and allowed farmers to benefit directly from the program. Part of the challenges in local sourcing from the distributor (Kegels) was that they did not retain source information for foods, nor did they source from farmers located in the immediate vicinity, which was a goal of the program. On the negative side, administrative snafus led to program delays that might have been avoided by enlisting the help of district staff, not only staff at Paxinosa.

- ii. If goals or outcome measures were not achieved, identify and share the lessons learned to help others expedite problem-solving:

**Grantee:** n/a

**Sub-Grantee:** In the case of in-class programming, which was not conducted by BFBGLV, the project coordinator worked with another organization doing some nutritional education and gardening with students to coordinate lessons and tastings where possible. Although farmers could not visit the schools, information about the farmers and their farms was included on HoM posters that were then hung at student eye level on the wall of the cafeteria lunch line, giving students many opportunities to read about the farms and see photos of the farmers. The project coordinator also spoke to students about the farms and how food was grown. Instead of formal surveys, data was collected through student feedback about the tastings, as well as counts of how many students sampled each HoM item.

- iii. Describe any lessons learned in the administration of the project that might be helpful for others who would want to implement a similar project:

**Grantee:** Working with a sub-grantee or sub-contractor can help develop valuable and lasting partnership between organization, but does add an additional layer of coordination, administration, and reporting. We are grateful that our partner in the project was very effective in coordinating with us across all administrative areas, but I'm sure that it not always the case.

**Sub-Grantee:** Establishing a volunteer base that had appropriate clearances would have been helpful in administering this program, particularly the tasting events themselves.

10. Future Work:

- i. How will you continue the work of this project beyond the performance period? In other words, how will you parlay the results of your project's work to benefit future community goals and initiatives? Include information about community impact and outreach, anticipated increases in markets and/or sales, estimated number of jobs retained/created, and any other information you'd like to share about the future of your project.

**Grantee:** We will continue to grow our "market district" collaboration between the Easton Farmers' Market and the Easton Public Market, and will continue to grow opportunities for local farmers and local producers. We also continue to expand the business model of the Farmstand at Easton Public Market, and we intend to build out a wholesale component that will connect local farmers to restaurants and other wholesale accounts. In this way, we are building out a micro-food hub, as no current food hub exists in our Lehigh Valley region of Pennsylvania.

**Sub-Grantee:** This program may continue in some form in future years. Although cafeteria tastings may not continue due to staffing and cost issues, efforts to source local foods are underway by Chartwells and such food will be highlighted in school menus. Future sourcing could increase sales for at least three local farmers who grow a scale for the district, and one distributor working with area farmers. Once sourcing channels are established, BFBGLV will work with the district on educational efforts about local foods in school lunches.

- ii. Do you have any recommendations for future activities and, if applicable, an outline of next steps or additional research that might advance the project goals?

**Grantee:** Recommendations: Strengthen collaboration between Easton Farmers' Market and Easton Public Market; provide wholesale training and sales opportunities to farmers in partnership with Buy Fresh Buy Local Lehigh Valley; continue to build demand for local and fresh food through outreach and education; establish a long term funding source for SNAP incentive program for the Easton Market District; coordinate with regional stakeholder to improve local food logistics and infrastructure.

**Sub-Grantee:** Recommendations include: Continue to work closely with Chartwells to source local food for school lunches; Continue to suggest sources of additional funds that would allow district to leverage federal funds for the purchase of local foods; Continue to identify local farmers who would be able and willing to supply schools; Encourage district to apply for USDA farm-to-school grant and suggest smaller grant opportunities.









# Kids Like Kale!

Oct 22nd, 2015



## October is Farm to School Month!



What is Farm to School?

The specifics of an individual program will depend on where you live, but generally, programs include one or more of the following:

1. **Procurement:** Local foods are purchased, promoted, and served in the cafeteria or as a snack or taste-test;
2. **Education:** Students participate in educational activities related to agriculture, food, health, or nutrition (cooking lessons, field trips); and
3. **School gardens:** Students engage in hands-on learning through gardening.



# CORE ELEMENTS OF **FARM to SCHOOL**



Farm to school empowers children and their families to make informed food choices while strengthening our local economy and contributing to a vibrant community. A [Wisconsin study](#) found that students (grades 3-5) participating in farm to school activities had better attitudes towards and a greater willingness to try fruits and vegetables.

We've seen this with our Harvest of the Month pilot program at Paxinosa Elementary School in Easton. Over 300 students were excited about samples of KALE at the tasting table in the cafeteria! Who would have thought? One student loved it so much that she asked to have the name of the vegetable written down for her. Another described her sister who would be coming to the cafeteria later and said to make sure that she also tries it so that they could discuss it later. Some talked about their experience last month with the tomatoes. And others gave suggestions of food they wanted to eat (apples, corn, and carrots were favorites). Yes, kids do like vegetables!





Want to help with Farm to School activities in the Lehigh Valley?  
Contact Allison Czapp, Outreach Coordinator, BFBLGLV, at  
[Allison@NurtureNatureCenter.org](mailto:Allison@NurtureNatureCenter.org).

## **BUY a BUNCH for National Food Day**

National Food Day (October 24th) is a day to celebrate and enjoy real food and to push for improved food policies. So visit a local farm stand or farmers' market and taste some fresh, locally grown, healthy food!

And while you're there, participate in the **BUY a BUNCH** Campaign to share fresh fruits and vegetables with our local food pantries! Visit the **BUY a BUNCH** table this week at these [producer-only farmers' markets](#) :

**BUY a BUNCH for National Food Day**



## Pax Students Get a Taste of Winter Veggies

With Spring approaching, Lehigh Valley residents are gearing up for another great season of local foods. But thanks to a partnership with Easton Hospital, students at Paxinosa Elementary School in Easton have been eating local all winter long!



Our Harvest of the Month program at Paxinosa provides hundreds of students with a taste of seasonal, local foods each month. In December, students sampled regionally sourced root vegetables - a medley of golden beets, parsnips and carrots, roasted with a touch of brown sugar by Brian Weidlich, Executive Chef for Chartwells at Easton Area School District. January's tasting brought a little heat to a cold winter with samples of spicy daikon and watermelon radishes from Wild Fox Farm in Barto. Winter season tastings continued with storage crops in February, with a roasted butternut squash puree, expertly prepared again by Chef Brian and sourced from Scholl's Orchard in Bethlehem.

As BFBLGLV works to encourage and facilitate local and regional sourcing of cafeteria foods across the Lehigh Valley, the successes of our Harvest of the Month program show that kids do enjoy trying something new and eating something fresh! This program is made possible by a generous contribution



from Easton Hospital to purchase the food for the tastings, as well as the help of Annette Santiago, Director of Chartwells at EASD, Gwyneth Jones, Chartwells Dietician, and the USDA.

Do you want to learn more about Farm to School efforts in the Lehigh Valley? Join the Farm to School Working Group of the Lehigh Valley Food Policy Council! For more information, contact BFBLGLV Outreach Coordinator Allison Czapp at [allison@nurturenaturecenter.org](mailto:allison@nurturenaturecenter.org) or 610-216-7659.



**Urban Gardening Classes**  
**Nurture Nature Center**

518 Northampton St, Easton 18042